DOCUMENT RESUME

ED 294 596 IR 052 379

TITLE	Organizing and Managing a Library Instruction Program: Checklists. Revised Edition.
INSTITUTION	Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.
PUB DATE	86
NOTE	25p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Libraries; Higher Education; Instructional Materials; *Library Administration; *Library Instruction; *Library Planning; Professional Training; Program Evaluation; Teaching Methods

ABSTRACT

These checklists developed by the Association of College and Research Libraries to provide guidelines for the organization of a bibliographic instruction program cover the following areas: (1) preliminary planning, including needs assessment and research; (2) developing goals and objectives; (3) gaining and maintaining support from within and outside the library; (4) administering the program, including staffing, budgeting, space requirements, and publicity; (5) instructional methods and materials; (6) instructor training; and (7) evaluating the program. (MES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294596

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ORGANIZING AND MANAGING A LIBRARY INSTRUCTION PROGRAM: CHECKLISTS

Revised Edition
1986

Association of College and Research Libraries
Bibliographic Instruction Section
Continuing Education Committee

IR052379

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Karen Williams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONTENTS

Introduction i

Members, Continuing Education Committee ii

Chapter One: Preliminary Planning 1

Chapter Two: Developing Goals and Objectives 4

Chapter Three: Gaining and Maintaining Support 6

Chapter Four: Administration of a Program 8

Chapter Five: Instructional Modes and Materials 12

Chapter Six: Teaching Librarians To Teach 15

Chapter Seven: Evaluating a Library Instruction Program 18

INTRODUCTION

"Organizing and Managing a Library Instruction Program"

These checklists were developed originally by the Bibliographic Instruction Section Continuing Education Committee for a preconference in 1979 when library instruction was still a new concept for many academic libraries. The checklists as a separate publication have been used successfully by many librarians since then. However, library instruction no longer is considered a "new" concept in the field of academic librarianship. Over the last ten years a wealth of information has been added to the literature. When the ACRL Standards and Accreditation Committee forwarded the checklists for review this year, the current Continuing Education Committee decided to revise them to reflect new approaches, practices, and technologies in library user education. As a result, the checklists are now a product of two committees and many experienced instruction librarians.

The checklists are meant to be very practical, thought-provoking tools. They do not attempt to provide full information but, rather, to act as guidelines to the organization of a program. The checklists serve several functions. Some of the lists offer possible alternatives from which to choose, such as those on instructional modes and materials. Others provide points of consideration, such as those on writing goals and objectives. Since each chapter was authored by a different Committee member, writing styles vary somewhat. The chapters have been edited to conform to a standard format and lexicon.

The Committee hopes that these checklists will continue to be helpful to instruction librarians, and that they will be used in continuing education activities.

Karen Williams, Chair 1985-87
ACRL BIS Continuing Education Committee
Editor of Revised Edition

American Library Association
Association of College and Research Libraries
Bibliographic Instruction Section
Continuing Education Committee

Members 1985-86

Karen Williams, Chair, University of Arizona
Barbara Celone, Stanford University
Nancy Coxe, Ohio State University
Carolyn Fields, San Diego State University
Michael Fineman, University of California, Irvine
Bonne Gratch, Bowling Green State University
Marilyn Lutz, OCLC (Local Systems)
Cindy Schatz, Burnham Hospital Library
Cathy Olson, Intern, Loyola University of Chicago

Members, 1977-79

Anne Roberts, Chair, State University of New York/Albany
Phyllis Andrews, University of Rochester
Susan Gray, Miami Dade Community College
Larry Hardesty, De Pauw University
Phyllis Hudson, Florida Technological University
Kathy Jordan, Northern Virginia Community College
Timothea McDonald, Boston, Massachusetts
Joan Ormondroyd, Cornell University
Linda Piele, University of Wisconsin - Parkside
Beverly Renford, Pennsylvania State University
Kay Rottsolk, St. Olaf College
Patricia Silvernail, Columbia University
John Tongate, Sangamon State University
Murray Wortzel, Lehman College, City University of New York

CHAPTER ONE
PRELIMINARY PLANNING

"The ability to find information is probably as important as the information itself."

An analysis of the characteristics of the potential audience for instruction and their instructional needs is an essential part of the preliminary planning process. Listed below are some factors to be considered during this stage of the planning process.

A. NEEDS ASSESSMENT - Quantitative aspects. To assist the planner in determining the size of the potential audience.

1. Primary audience

_____ # of undergraduate students enrolled at college/university
_____ # of graduate students enrolled
_____ total student enrollment
_____ # of faculty
_____ # of staff
_____ others in college/university community
_____ Total

2. Analysis of primary audience

_____ freshmen
_____ sophomores
_____ juniors
_____ seniors
_____ others
_____ SUBTOTAL
_____ masters
_____ doctoral
_____ other programs
_____ SUBTOTAL
_____ TOTAL

_____ full-time students
_____ part-time students
_____ live on campus
_____ live within 20 minutes of campus
_____ commute over 20 minutes
_____ age group 18 - 22
_____ age group 23 - 29
_____ age group over 30

_____ new faculty
_____ senior faculty
_____ international students
_____ physically handicapped students
_____ other special user groups (specify)

3. Audience grouped by discipline

	Undergrad	Grad	Total
biological sciences	_____	_____	_____
physical sciences	_____	_____	_____
social sciences	_____	_____	_____
computer science	_____	_____	_____
fine arts	_____	_____	_____
humanities	_____	_____	_____
engineering	_____	_____	_____
business/management	_____	_____	_____
professional programs	_____	_____	_____
other (specify)	_____	_____	_____
TOTAL	_____	_____	_____

4. Secondary audience

_____ extension students
_____ students from other colleges/universities
_____ business patrons
_____ community patrons
_____ others (specify)
_____ TOTAL

B. NEEDS ASSESSMENT - Qualitative considerations - library skills level of potential audience. To assist the planner in determining the level and intensity of library instruction efforts.

1. Users' current knowledge of physical arrangement of library

_____ minimal - never used the library before
_____ average - knows a little about library arrangement
_____ above average - fairly independent

2. Users' current knowledge of public service units by functions and materials

_____ circulation policies
_____ reference assistance
_____ serials
_____ government documents
_____ interlibrary loan
_____ media/a.v. materials
_____ other (specify)

3. Types of instruction students have had within present institution

_____ library tour
_____ handouts: floor plans, bibliographies, handbook, etc.
_____ point-of-use instruction
_____ workbook
_____ audiovisual programs
_____ classroom instruction
_____ other (specify)
_____ none

4. Users' attitudes toward library and library staff

_____ negative - "do it for me"
_____ intimidated or embarressed
_____ indifferent
_____ open-minded - willing to learn
_____ enthusiastic

5. Users' expectations of library

_____ leisure reading
_____ study hall
_____ reserve readings
_____ support for coursework
_____ assistance in locating information
_____ research use of materials

C. WHAT OTHERS ARE DOING AND HAVE DONE

1. Literature review

_____ Bibliographic Instruction Section (BIS) publications
_____ Assoc. of College & Research Libraries (ACRL) publications
_____ Library Instruction Roundtable (LIRT) publications
_____ Library Orientation-Instruction Exchange (LOEX) publications
_____ RSR Annual Bibliography of Library Instruction
_____ online databases
_____ library literature indexes
_____ current issues of key periodicals
_____ other (specify)

2. Consult colleagues and other knowledgeable individuals/consultants

3. Attend conferences and workshops: local, regional, and national

4. Use networks and library instruction clearinghouses

Michael Fineman
May 1986

CHAPTER TWO
DEVELOPING GOALS AND OBJECTIVES

It is very important to write formal educational goals and objectives for a bibliographic instruction component. This chapter shows how to write broad goals for initiating or improving a program, and more specific instructional objectives; both of which are necessary for successful program development, administration, and evaluation.

A. GOALS DESCRIBE A DESIRED STATE OF AFFAIRS AND WILL BE USED:

_____ to determine feasibility of a program
_____ to implement a program
_____ to improve or expand an existing program
_____ to seek approval of the program from outside funding agencies, college and library administration, library staff, and faculty
_____ to provide information concerning the effectiveness of instruction and the skills developed by students
_____ to measure attainment of objectives

B. EXAMPLES OF GOALS TO CONSIDER FOR THE BIBLIOGRAPHIC INSTRUCTION COMPONENT INCLUDE:

_____ to design instructional materials
_____ to facilitate learning of library resources and search skills
_____ to maintain liaison with appropriate academic departments
_____ to evoke a positive impression of the library
_____ to ensure that instruction librarians are adequately trained in teaching methodology (instructional techniques)

C. EDUCATIONAL OBJECTIVES ARE SPECIFIC MEASURABLE DESCRIPTIONS OF ACTIVITIES WHICH REFLECT MOVEMENT TOWARD STATED GOALS.

1. These objectives represent knowledge or skills to be mastered. For example:

_____ to enable students to use reference tools to answer immediate information needs
_____ to enable students to acquire expertise in search techniques
_____ to enable students to use bibliographic tools in their area of major interest

2. Well constructed objectives use descriptive terms referring to specific results which are measurable, and behavior which is observable.

_____ to write ...
_____ to identify ...
_____ to solve ...
_____ to differentiate ...

3. Objectives stipulate conditions required to achieve results, using such specifications as:

_____ given a list of ...
_____ given any reference of the learner's choice ...
_____ given a standard set of tools ...
_____ without the aid of references ...

4. A criterion statement, or standard of performance, indicating a minimum acceptable performance is included for each objective, i.e.:

_____ a time limit
_____ minimum number of correct responses, or
_____ minimum percentage of correct responses, or
_____ minimum proportion of correct responses

Marilyn Lutz
May 1986

CHAPTER THREE
GAINING AND MAINTAINING SUPPORT

Gaining and maintaining support are absolutely essential to the success of the bibliographic instruction program in the library and across campus. Commitment to the program is first necessary from within the library. Good communication, cooperation, and participation help ensure commitment. Below are some factors to consider when assessing internal and external support.

A. WITHIN THE LIBRARY

1. Commitment among library staff; communication and cooperation

_____ Has the process of generating the goals and objectives involved representative library staff?

_____ Have the goals and objectives statements been clearly articulated and publicized?

_____ Has the library staff been kept informed about activities, plans, achievements by articles in library newsletters and other means of communication?

_____ Are the views of library staff not directly involved in instruction actively sought?

_____ Have notes of appreciation and thank-you's from faculty and students been circulated to the heads of units and other members of library administration?

_____ Do the staff orientation and/or development programs include an explanation of the bibliographic instruction program?

B. OUTSIDE THE LIBRARY

1. Communication and liaison with faculty and campus administrators

_____ Are attractive brochures and handouts describing the instruction program regularly distributed to departmental faculty and to other campus staff?

_____ Are other communication channels (newsletters, letters, personal interviews, explanations at departmental meetings) regularly employed?

_____ Do library staff, as members of pertinent campus committees (such as Undergraduate Curriculum Committee or General Education Committee), actively represent the interests and benefits of bibliographic instruction?

_____ Are departmental faculty eligible to be members of the bibliographic instruction committees?

_____ Are library instructional publications and research guides routinely distributed to appropriate departmental faculty?

2. Demonstration of the need for bibliographic instruction

_____ Are class assignments, detected at the reference desk, pursued with classroom instructors to determine if library instruction is necessary?

_____ Are practical examples of demonstrated need collected and shared with classroom instructors and administrators?

_____ Is formal documentation of the need for bibliographic instruction, as reported in the professional literature, shared with departmental faculty and administrators?

_____ Has a formal needs assessment and/or library skills proficiency evaluation of students been conducted and the results disseminated to departmental faculty and administrators?

_____ Have departmental faculty been interviewed to determine their understanding of B.I. activities and services; their assessment of student library research skills and needs; or their assessment of curricular offerings which require library research skills

_____ Have departmental syllabi been collected and assessed to learn more about course content and requirements, especially assignments which do or might require library use?

Useful source: Breivik, Patricia Senn. "The Politics of Library Instruction" in Planning the Library Instruction Program. Chicago: American Library Association, 1982.

Bonnie Gratch
May 1986

CHAPTER FOUR
ADMINISTRATION OF A PROGRAM

This chapter covers the basic considerations of administration and staffing, budgeting, space requirements and publicity.

A. ADMINISTRATION AND STAFFING

1. The bibliographic instruction program will be administered by:

   _____ coordinator of instruction hired for that purpose
   _____ designated public service librarian
   _____ rotating responsibility
   _____ committee
   _____ other (specify)

2. The bibliographic instruction coordinator's title will be:

   _____

3. The bibliographic instruction program coordinator reports to the:

   _____ Head of Reference
   _____ Director of Public Services
   _____ Chief Librarian or Library Director
   _____ Other (specify)

4. Participation of staff members in the instructional program

   Who participates?

   _____ reference librarians
   _____ other public service librarians
   _____ non-public service librarians
   _____ library support staff
   _____ graduate library school students
   _____ other (specify)

   How will they participate?

   _____ program planning
   _____ developers/reviewers of mission and goals statements
   _____ developers of yearly objectives statements
   _____ instructional designers
   _____ presenters of library orientation/instruction
   _____ authors/reviewers of printed, A/V, or computer-assisted instruction materials
   _____ members of program review/evaluation team
   _____ monitors and reviewers of instructional sessions

   Is there flexibility and reciprocity in staffing patterns?

   _____ non-instructional staff serve in instructional service positions/roles
   _____ instructional staff serve in non-instructional service positions

5. Are there enough instructors participating

_____ to meet the "start-up" demand
_____ to meet the potential demand

6. Are participating staff members being given released time from their regularly scheduled duties

_____ to plan curriculum
_____ to develop materials
_____ to teach

7. Other program responsibilities that must be assumed or assigned and carried out include

_____ maintaining liaison with central library administration
_____ maintaining liaison with appropriate academic departments
_____ developing and revising materials
_____ developing and maintaining a resource center
_____ training staff members to be effective teachers
_____ keeping statistics on B.I. program activities
_____ preparing annual reports
_____ other (specify)

B. BUDGETING

Budgeting should be done as goals and objectives are written. Budget should be clearly designated for library instruction.

1. Staff: full-time, part-time, released time

coordinator	$_____
library instructors	_____
support (non-student) staff	_____
student assistants	_____

2. Materials

supplies: paper, paints, lettering sets	$_____
audiovisual supplies	_____
audiovisual equipment (includes computers)	_____
publication costs: photocopy, printing	_____

3. How much professional and/or staff time is needed to develop

_____ guides
_____ handbooks
_____ self-guided tours
_____ workbook
_____ bibliographies
_____ slide/tape program
_____ videotape

4. Can the library obtain (purchase, rent, or already own and need to schedule use of) hardware, (projectors, screens, tape recorders, etc) for use with:

	Rent	Own	Buy	
slide programs	Y N	Y N	Y N	$_____
audio programs	Y N	Y N	Y N	_____
slide/tape programs	Y N	Y N	Y N	_____
films	Y N	Y N	Y N	_____
video tapes	Y N	Y N	Y N	_____
transparencies	Y N	Y N	Y N	_____
C.A.I. programs	Y N	Y N	Y N	_____

5. Cost to library for production or purchase:
(Include both design and reproduction costs)

guides	$_____
handbooks	_____
self-guided tours	_____
workbook	_____
bibliography	_____
slide/tape program	_____
video tape	_____
transparencies	_____
C.A.I. program	_____

To determine cost per user divide total cost by projected number of users.

7. Cost per year to update materials

guides	$_____
handbooks	_____
self-guided tours	_____
workbook	_____
bibliography	_____
slide-tape program	_____
video tape	_____
transparencies	_____
C.A.I. program	_____

C. SPACE

1. Meeting room will be

_____ classroom where class is normally taught
_____ classroom within library
_____ group gathering space within library
_____ consulting space within library
_____ other

2. Private consultation for instructors and students will be done

_____ in library instructor's office
_____ in library classroom when available
_____ other

D. PUBLICITY

1. To the library staff will be done through

_____ announcements and discussions in meetings
_____ newsletters, brochures, fliers, posters, etc.
_____ one-to-one discussion
_____ other

2. Will go to the following departmental faculty

_____ those who teach courses involved with library instruction
_____ those who teach any subject
_____ those in attendance at faculty meetings
_____ those attending annual colloquia for classroom faculty on library user education

3. To the departmental faculty in the following manner

_____ through personal letters
_____ by telephone contact
_____ one-to-one when faculty member is in library
_____ faculty office visits or departmental visits by librarians

4. To the students in the following manner

_____ signs/posters in library
_____ hand-outs (in library or other campus buildings)
_____ through student newspaper
_____ one-to-one discussions in or outside library
_____ other (specify)

Cindy Schatz
May 1986

CHAPTER FIVE
INSTRUCTIONAL METHODS AND MATERIALS

Below is a list of some of the most commonly stated purposes (objectives) of library instruction. Following are descriptive lists of commonly used methods and materials. The purposes for instruction should be clearly identified first, then methods and materials chosen according to which will best accomplish the stated purposes.

A. PURPOSES FOR INSTRUCTION

_____ to enable the students to use tools to answer immediate information needs
_____ to provide exposure to many reference materials
_____ to acquire expertise in search techniques
_____ to use major bibliographic tools in student's academic subject area
_____ to become familiar with a core of general reference tools
_____ to provide guidance in the development of a search strategy
_____ to acquaint students with basic search techniques
_____ to meet the specific needs of a particular course
_____ to teach the use of a computerized bibliographic database, e.g. online catalog, Dialog searching
_____ to instruct students in writing term papers
_____ to enable student to use major interdisciplinary bibliographic tools
_____ to enable students to use a particular tool without the aid of a librarian
_____ to enable students to learn how to use a reference tool at the time they actually need to use the tool
_____ to expose students to the library
_____ to evoke a positive impression of the library
_____ to teach location of departments/materials
_____ to familiarize faculty with library services and collections
_____ other

B. FACTORS TO CONSIDER IN SELECTING A METHOD OF INSTRUCTION

_____ audience (freshmen, graduate students, faculty, etc.)
_____ number of students to be reached
_____ depth of instruction required by student to meet information need
_____ amount of allotted time student has for participation
_____ manageable student/instructor ratio
_____ availability of instruction classroom space
_____ preparation time required of instructor
_____ immediacy of student information need
_____ extent to which instruction must relate to classroom course work
_____ effectiveness of mode in terms of retention of material
_____ adaptability to evaluation techniques
_____ effectiveness of instruction mode
_____ learning style of student
_____ other

C. METHODS OF INSTRUCTION

These represent broad, general descriptions, each of which could be further refined.

Individual consultation: one-to-one instruction in the use of information resources initiated by an inquiry at the reference desk or as part of a formal consultation program. Teaching methods include explanation and demonstration of materials and use one library instructor for one student.

Workbooks: In-depth self-paced instruction in the use of information resources. This method uses guided or programmed self-study. The actual text and assignments can be printed, or, computer-assisted-instruction (CAI) can be used.

Lecture: One hour (or one class period) of instruction on library research (generally course related). The lecture can stand alone, or be combined with a tour or hands-on experience.

Workshops: Introduction to basic sources of information in a given subject area or format, e.g. documents, software, mircroforms, computer searching. Usually considered more in-depth than a lecture and can last longer than the traditional one hour.

Course: In-depth instruction in the use of information resources relevant to either a general interdisciplinary survey or a particular area. Longer and more in-depth than a workshop, often offered for credit. Methods used include lecture, assignments necessitating the library use by students, a/v programs, CAI, demonstrations.

Point-of-use: Instructional materials made available at the spot where a particular tool will be used. The instructions can be in written, a/v, kit, or CAI formats.

Tour: General introduction to building, library, personnel, services. Walking tours can be done by an instructor or an audiotape, or students can be shown films or use CAI programs.

D. FACTORS TO CONSIDER WHEN SELECTING INSTRUCTIONAL MATERIALS

_____ number of students to be reached
_____ need to supplement instruction already being given
_____ need to provide students with an end product from a library instruction session (i.e. bibliographies)
_____ need to provide instruction to those who cannot be reached in a traditional manner
_____ size of instructional staff
_____ preparation time necessary
_____ availability of equipment
_____ effectiveness of the material
_____ ability to meet the perceived needs of the present or anticipated instructional program
_____ amount of money available for instructional materials

_____ ease of maintainance/update
_____ facilities available for using equipment
_____ classroom space available
_____ cost to student (if applicable)
_____ other

E. INSTRUCTIONAL MATERIALS

_____ library guides
_____ search strategy guides
_____ bibliographies
_____ search problems
_____ course syllabus
_____ textbook
_____ workbook or programmed instruction
_____ pre-test/post-test
_____ bibliographic tools
_____ A/V materials
_____ syllabus with assignment
_____ computer terminal, modem, software
_____ audiovisual equipment
_____ handbook
_____ floor plan
_____ self-guided tour with written instructions or using cassette tape
_____ other

F. QUALITY OF INSTRUCTIONAL MATERIALS

_____ are they accurate?
_____ of good quality (color, sound, etc.)
_____ attractive
_____ well written with clear directions
_____ flow logically from one point to another
_____ easy to use (if equipment is involved)
_____ readable
_____ durable
_____ current

Carolyn Fields
May 1986

CHAPTER SIX
TEACHING INSTRUCTORS TO TEACH

This section provides guidelines for the training aspect of the bibliographic instruction program. Presently, professional library education usually includes at least an introduction to these services. Since many librarians have not had the opportunity for formal coursework and supervised practice in instruction, this section assumes even greater value for the overall planning of the local library instruction program.

Training programs may include components on learning theories and current theories of information organization, as well as general innovations in education. These programs help library staff to increase their knowledge of teaching methods, to develop the ability to calculate the parameters and complexity of material to be covered with a particular groups of students, and to refine presentation skills. Training programs can also be used to establish both standards for teaching among instructors and guidelines for evaluation.

A. PREREQUISITES FOR THE PROGRAM

_____ 1. Library staff members interested and willing to take part.

_____ 2. At least one librarian to coordinate the program, recruit personnel, motivate participation, and possibly do the training. This person should be attached to, or in close contact with, the Reference Department to maintain daily contact with instructional needs.

_____ 3. An administration willing to sustain the program with

a. funding to
   _____ hire additional librart staff for instruction
   _____ commit released time to participating library staff for marketing, preparation and teaching

b. _____ Moral support by encouraging department heads, for example, to recognize it as an important activity of academic unit

_____ 4. Department heads throughout the system willing to

a. release library staff to enable them to take part in the program
b. allow time, after library staff have completed the program, to enable them to prepare and teach classes
c. provide recognition of services performed by teaching library staff

B. LIBRARY STAFF WILL BE TRAINED BY

_____ the person selected as coordinator
_____ qualified personnel from other academic departments, such as Education faculty or Communication Arts faculty
_____ a professional consultant hired to do the training
_____ a combination of any or all of the above

C. CONTENT OF TRAINING PROGRAM

_____ learning theory
_____ presentation skills
_____ teaching techniques
_____ use of instructional technologies
_____ classroom management
_____ motivation
_____ lesson plans
_____ other

D. PHYSICAL FACILITIES FOR TRAINING LIBRARY STAFF

a. Space for meeting
_____ classroom
_____ conference room
_____ other suitable space

b. Equipment
_____ chalkboard, chalk and erasers
_____ flip chart, masking tape, wall space
_____ video camera and playback equipment
_____ slide projector
_____ tape recorder
_____ overhead projector
_____ microcomputers
_____ 16 mm film projector

c. Other teaching aids
_____ prepared posters
_____ slides, audio and video tapes, transparencies
_____ slide/tape shows
_____ sample materials, such as catalog cards, indexes
_____ handouts
_____ C.A.I. or C.B.E. software programs

E. OTHER THINGS TO CONSIDER

_____ commitment of library supervisory personnel
_____ time commitment of participants
_____ recruitment and selection of participants
_____ motivation of participants

_____ future involvement by trainees in the bibliographic instruction program
_____ cost of training program
_____ ongoing training to keep participants updated in their presentations
_____ availability of consultant services within the college or university to design instructional aids, including computer programs
_____ vehicles for sharing experiences by participants
_____ continuous evaluation of participants' teaching methods and manner of presentation
_____ feedback presented in manner most appropriate to individual and group improvement
_____ elements of other sections of this checklist as relevant to time and place of bibliographic instruction program application

Nancy Coxe
May 1986

CHAPTER SEVEN
EVALUATING A LIBRARY INSTRUCTION PROGRAM

The purpose of this checklist is to outline the major elements which must be considered when planning the evaluation of a bibliographic instruction unit or program. It is not necessary to be an expert to succeed at evaluation. Advanced planning will ensure success.

A. PRINCIPAL AUDIENCE FOR EVALUATION (Who sees the evaluation)

_____ library administrators
_____ B.I. librarians
_____ other librarians
_____ university administrators
_____ students
_____ outside funding agency
_____ departmental faculty

B. WHY IS THE EVALUATION BEING UNDERTAKEN

_____ to determine whether goals and objectives are being achieved or need to be reassessed
_____ to improve the quality of the program
_____ to justify the purpose of the program
_____ to determine the need for expanding a program

C. WHAT IS BEING EVALUATED

_____ program content
_____ products of library use (bibliographies, term paper grades)
_____ process (have students utilized the most efficient techniques for finding information)
_____ instructors (delivery, time management, effective explanations, interaction with students, attitude, etc.)
_____ student attitudes toward the library
_____ efficiency/cost effectiveness of program
_____ program as a whole
_____ program quality

D. RELATING EVALUATION TO GOALS AND OBJECTIVES

_____ A. State the General Instructional Objectives. Prepare a list of relevant learning objectives and review the list for 1) completeness 2) appropriateness 3) soundness 4) feasibility

_____ B. State Specific Learning Outcomes. List the specific types of performance students should be able to demonstrate when they have achieved the objective.

_____ C. Relate Evaluation Procedures to Objectives. Try to obtain a good match between student performance as measured by the evaluation instrument and specific learning outcomes.

E. TYPES OF EVALUATION

_____ A. Formative (directed toward improving learning and instruction; typically used during planning stages or instructional process).

_____ B. Summative (comes at the end of course or unit of instruction; designed to determine extent to which learning objectives have been achieved)

F. EVALUATION DESIGN: A design is essentially a plan for conducting the evaluation. A design will ensure a well organized evaluation study and provide a way of gathering comparative information. Elements of design which the evaluator must consider are:

_____ groups; who will be measured, tested, observed
_____ times; when (before, during or after the program) will the measurements be made

G. WHAT INSTRUMENTS WILL BE USED TO COLLECT INFORMATION

_____ paper and pencil tests
a. standardized
b. teacher made
_____ assignments
_____ questionnaires/surveys
_____ personal interviews with students or instructors
_____ observation of students as they use the library
_____ follow-up studies

H. CHARACTERISTICS OF INSTRUMENT - Regardless of type of instrument or how results are to be used, all measurements should possess

_____ Validity (refers to the appropriateness of the interpretation of the results of a test or evalution instrument)

_____ Reliability (refers to consistency of measurement, how consistent are test scores and other evaluation results from one measurement to another)

_____ Usability (refers to practical considerations such as ease of administration, time required for administration, ease of scoring, ease of interpretation, cost, etc.)

I. DATA MANAGEMENT AND STATISTICAL ANALYSIS

_____ compile and collate information
_____ choose appropriate statistical procedures and analyses
_____ perform analyses
_____ record and tabulate results
_____ interpret findings

J. RESOURCES FOR SUMMARIZING AND INTERPRETING DATA

_____ helpful campus experts
_____ computers and statistical packages
_____ well-written texts

Barbara Celone
May 1986